

# COURSE SELECTION

**FAIRFIELD WARDE HIGH  
SCHOOL**

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DAVID EBLING, HEADMASTER

CARYN CAMPBELL, DIRECTOR OF STUDENT SERVICES

# FAIRFIELD WARDE MISSION STATEMENT

WELCOMING ACADEMIC RESPECTFUL DYNAMIC ETHICAL

Fairfield Warde High School provides a safe learning environment that is welcoming, academic, respectful, dynamic, and ethical. Our school community, in collaboration with parents and other townspeople, fosters a democratic society that recognizes and promotes the dignity and worth of the individual. We believe that meeting the diverse needs of all students will encourage lifelong learning and responsible citizenship.

# Fairfield Warde High School Belief Statements

1. Students are most successful when there are positive collaborative relationships among all members of the school community, diversity is valued and opportunities enable all to be a part of a nurturing school community.
2. Students benefit from a comprehensive, rigorous educational experience where authentic, creative and self-directed learning takes place and critical thinking yields imaginative and meaningful products.
3. Students develop an altruistic sense of community when they understand, respect, and take responsibility to promote expected and ethical standards of behavior.
4. Students prepare for global citizenship when held accountable for their own analytical problem solving skills, and demonstrate flexibility, adaptability and perseverance to address current challenges.

# ACADEMIC EXPECTATIONS

## Critical & Creative Thinking

## Communicating & Collaborating

How do students demonstrate critical and creative thinking to effectively evaluate evidence and construct solutions?

How do students communicate information clearly and effectively in a variety of contexts and work collaboratively to solve problems?

### *Exploring and Understanding*

The student engages in an investigative process using a variety of research tools and methodologies.

### *Conveying Ideas*

The student organizes information to support a claim or assertion in a style appropriate to purpose, audience, and task.

### *Synthesizing and Evaluating*

The student weighs evidence, arguments, claims and beliefs in order to critically and effectively solve problems and to justify conclusions.

### *Using Communication Tools*

The student makes strategic and ethical use of a range of media to enhance understanding of and interest in a claim or assertion.

### *Creating and Constructing*

The student transforms existing ideas and knowledge into new ideas, products, and processes.

### *Collaborating Strategically*

The student takes into account prior knowledge, beliefs, and experiences of self and others; roles and relationships within the group; and the group's purpose, goals, and norms.

# 2019-2020 GPA SCALE

GRADE	AP	Honors	Elective	College Prep
A+	5.00	4.67	4.67	4.33
A	4.67	4.33	4.33	4.00
A-	4.33	4.00	4.00	3.67
B+	4.00	3.67	3.67	3.33
B	3.67	3.33	3.33	3.00
B-	3.33	3.00	3.00	2.67
C+	3.00	2.67	2.67	2.33
C	2.67	2.33	2.33	2.00
C-	2.33	2.00	1.67	1.67
D+	2.00	1.67	1.33	1.33
D	1.67	1.33	1.00	1.00
D-	1.33	1.00	0.67	0.67
F	0.00	0.00	0.00	0.00

# 2020-2021 AND BEYOND GPA SCALE

GRADE	AP	H	CP
A+	5.00	4.67	4.33
A	4.67	4.33	4.00
A-	4.33	4.00	3.67
B+	4.00	3.67	3.33
B	3.67	3.33	3.00
B-	3.33	3.00	2.67
C+	3.00	2.67	2.33
C	2.67	2.33	2.00
C-	2.33	2.00	1.67
D+	2.00	1.67	1.33
D	1.67	1.33	1.00
D-	1.33	1.00	0.67
F	0.00	0.00	0.00



# EXPECTATIONS FOR EACH LEVEL

- **COLLEGE PREPARATORY**

- READING MATERIAL AT GRADE LEVEL
- COMPLEXITY OF THE MATERIAL AND WORK EXPECTATION AT GRADE LEVEL

- **HONORS**

- READING MATERIAL ABOVE GRADE LEVEL
- COMPLEXITY OF THE MATERIAL AND WORK EXPECTATION ABOVE GRADE LEVEL
- ACCELERATED PACE

- **ADVANCED PLACEMENT**

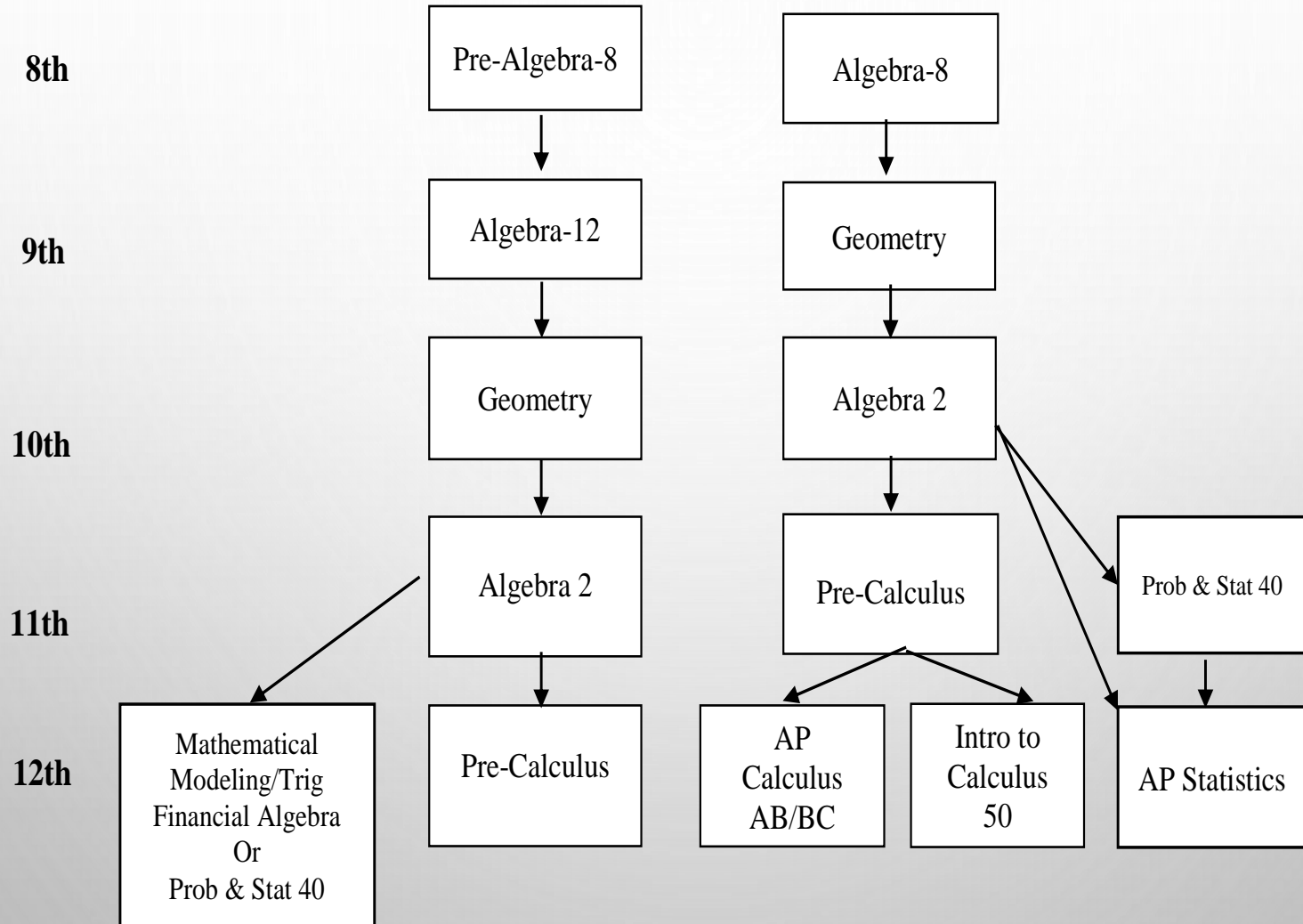
- EQUIVALENT TO A FRESHMAN COLLEGE COURSE IN A MAJOR
- READING MATERIAL AT THE COLLEGE/UNIVERSITY LEVEL
- SIGNIFICANT VOLUME OF INDEPENDENT WORK
- LEVEL OF SYNTHESIS, CRITICAL THINKING AND PROBLEM SOLVING SIGNIFICANTLY ABOVE THAT OF A HIGH SCHOOL COURSE
- VERY RAPID PACE

# WORK LOAD COMPARISON ACROSS LEVELS

- **AP CLASSES**
  - **6-10 HRS PER WEEK (AVERAGE) OUTSIDE OF CLASS TIME**
  - **\*\*MOST COURSES HAVE SUMMER ASSIGNMENTS**
- **LEVEL 1 COURSES (HONORS)**
  - **3-6 HRS PER WEEK (AVERAGE) OUTSIDE OF CLASS TIME**
- **LEVEL 2 COURSES (COLLEGE PREP)**
  - **3-5 HRS PER WEEK (AVERAGE) OUTSIDE OF CLASS TIME**



# MATHEMATICS

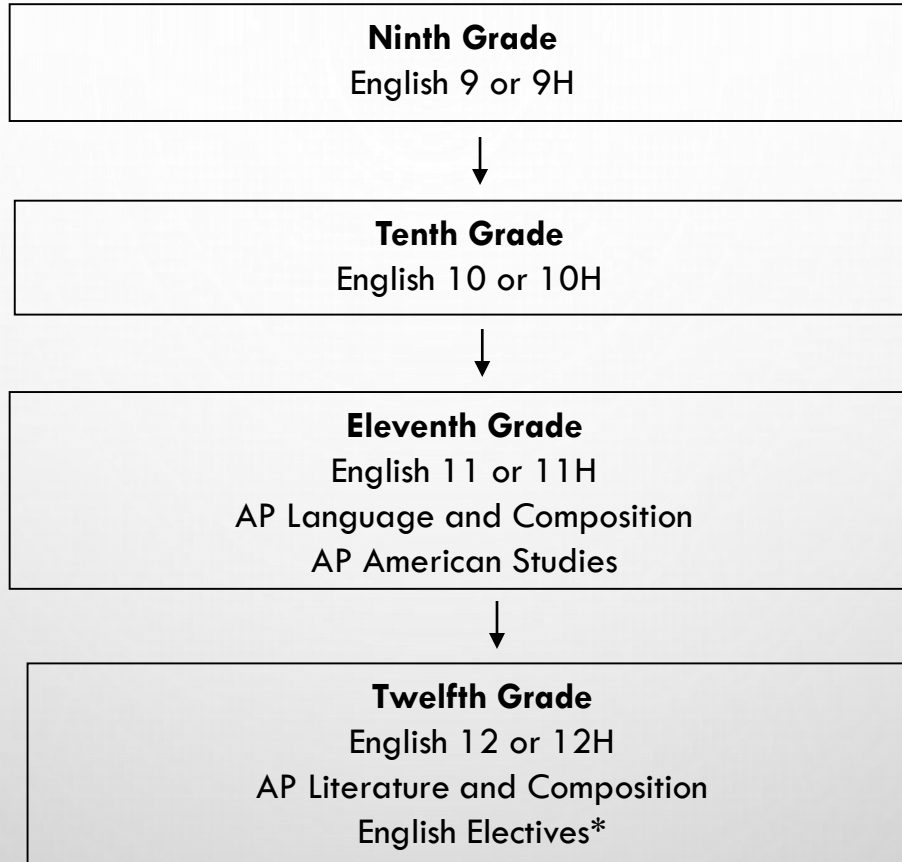


# CORE CONCEPTS IN MATHEMATICS

## STANDARDS OF MATHEMATICAL PRACTICE

- MAKE SENSE OF PROBLEMS AND PERSEVERE IN SOLVING THEM.
- REASON ABSTRACTLY AND QUANTITATIVELY.
- CONSTRUCT VIABLE ARGUMENTS AND CRITIQUE THE REASONING OF OTHERS.
- MODEL WITH MATHEMATICS.
- USE APPROPRIATE TOOLS STRATEGICALLY.
- ATTEND TO PRECISION.
- LOOK FOR AND MAKE USE OF STRUCTURE.
- LOOK FOR AND EXPRESS REGULARITY IN REPEATED REASONING.

# ENGLISH



\*Available to all seniors as the required English courses or in addition to other English courses. If taken as the required English courses, must take one writing and one literature course. Also available to juniors in addition to their required full-year course.

# CORE CONCEPTS IN ENGLISH

## **CRITICAL READING OF LITERARY TEXTS**

STUDENTS ACTIVELY ENGAGE AND INTERACT WITH TEXTS AND APPLY CERTAIN PROCESSES, MODELS, QUESTIONS, AND THEORIES THAT RESULT IN ENHANCED CLARITY AND COMPREHENSION.

## **CREATIVE AND ANALYTICAL WRITING**

STUDENTS WRITE IN A VARIETY OF MODES FOR DISTINCT PURPOSES AND AUDIENCES TO COMMUNICATE IDEAS IN RESPONSE TO THE WORLD AROUND THEM.

## **ACADEMIC DISCUSSIONS - RESPOND TO OPINIONS AND THEORIES**

STUDENTS DISCUSS TASKS OR IDEAS AND QUESTION ONE ANOTHER, NEGOTIATE MEANING, CLARIFY THEIR OWN UNDERSTANDING, AND MAKE THEIR IDEAS COMPREHENSIBLE.

## **CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE**

STUDENTS DEMONSTRATE INCREASING SOPHISTICATION IN ALL ASPECTS OF LANGUAGE USE, FROM GRAMMAR, USAGE, MECHANICS, VOCABULARY AND SYNTAX, TO THE DEVELOPMENT AND ORGANIZATION OF IDEAS.

# SENIOR ENGLISH ELECTIVES

TWO CATEGORIES: LITERATURE COURSES & WRITING COURSES

Literature	Writing
Contemporary Global Literature	Creative Writing Workshop
Call of the Wild	Poetry
Gender Perspectives in Literature	Satire
The Supernatural in Literature	Film Analysis and Criticism
Dramatic Literature & Performance	Journalism
*Literature of Well-Being: Exploring Ideas of Health and Happiness	

# SOCIAL STUDIES

Three and one-half years of Social Studies is required. The course sequence is described below:

(7 Credit Requirement)

9<sup>th</sup>

Global Studies  
9 or 9H

10<sup>th</sup>

Modern Global Studies  
10 or 10H

11<sup>th</sup>

United States History  
AP, H, or CP  
AP American Studies

11<sup>th</sup>

or

12<sup>th</sup> \*

Civics\*

Civics – International Relations  
Civics – Contemporary Issues  
Civics – Youth & the Law

AP Comparative Government and Politics  
AP US Government and Politics

11<sup>th</sup>

or

12<sup>th</sup>

Elective Courses

AP Comparative Government and Politics  
AP Modern European History  
AP Psychology  
AP US Government and Politics

Contemporary United States History  
Economics  
Humanities  
Psychology  
Sociology

\*One Civics course is a requirement for graduation



# CORE CONCEPTS IN SOCIAL STUDIES

## **DISCIPLINARY CONCEPTS (CONTENT KNOWLEDGE)**

KNOWLEDGE OF CONCEPTS AND INFORMATION FROM SOCIAL STUDIES IS NECESSARY TO PROMOTE UNDERSTANDING OF OUR NATION AND OUR WORLD, AND TO FOSTER CITIZENSHIP.

## **SOCIAL STUDIES LITERACY SKILLS**

COMPETENCE IN LITERACY (READING AND WRITING), INQUIRY, AND RESEARCH SKILLS IS NECESSARY TO ANALYZE, EVALUATE, AND APPLY SOCIAL STUDIES CONCEPTS.

## **ACADEMIC EXPECTATIONS**

- CRITICAL AND CREATIVE THINKING
- COMMUNICATING AND COLLABORATING

# SCIENCE

## SUGGESTED COURSE SEQUENCE

Grade 9	Grades 10, 11 or 12	Grades 11 or 12
<ul style="list-style-type: none"><li>• <b>Biology 9H (L) OR Biology 9 (L)</b></li></ul> <p><i>Courses in addition to Biology may be taken with permission of the Director of Science (pre-requisites must be met)</i></p>	<ul style="list-style-type: none"><li>• Dangerous Planet (E)*</li><li>• Cosmos (E)*</li><li>• Dynamic Environment(E)*</li><li>• Earth's Waters (E/L)*</li><li>• Marine Science(E/L)*</li><li>• Chemistry H (P)</li><li>• Chemistry (P)</li><li>• Physics (P)</li><li>• Forensics I: Without a Trace (L/P)*</li><li>• Forensics II: Fake the Prints (L/P)*</li><li>• AP Physics 1 (P)</li><li>• AP Chemistry (P)</li><li>• AP Environmental Science(E)</li></ul>	<ul style="list-style-type: none"><li>• HAP – Blood, Guts, Senses &amp; Defenses (L)*</li><li>• HAP – Brains, Bones &amp; Brawn (L)*</li><li>• Chemistry of Nutrition (P)*</li><li>• Chemistry of Medicine (P)*</li><li>• AP Biology (L)</li><li>• AP Physics 2 (P)</li></ul>

# SCIENCE

## EXAMPLES OF POSSIBLE PATHS

<b>GRADE</b>	<b>ALL OF THESE EXAMPLES PROVIDE FOR 3-4 YEARS OF SCIENCE IN BIOLOGY, EARTH/SPACE SCIENCE, AND PHYSICAL SCIENCE</b>		
<b>9th</b>	Biology	Biology	Biology
<b>10th</b>	Earth Science electives	Chemistry	Chemistry H
<b>11th</b>	Chemistry or Physics electives	Earth Science or Physics Electives	AP Science
<b>12th</b>	Chemistry or Physics Electives	AP, Physics or electives	AP Science

# CORE CONCEPTS IN SCIENCE

## **DISCIPLINARY CORE IDEAS**

DEFINE WHAT STUDENTS SHOULD KNOW ABOUT THE MOST ESSENTIAL IDEAS IN THE MAJOR SCIENCE DISCIPLINES.

## **SCIENCE & ENGINEERING PRACTICES**

SKILLS OF PRACTICING SCIENTISTS AND ENGINEERS TO EXPLAIN PHENOMENA AND SOLVE REAL WORLD PROBLEMS

## **CROSS CUTTING CONCEPTS**

BROAD CONCEPTS TIE TOGETHER THE INFLUENCE OF ENGINEERING, TECHNOLOGY, AND SCIENCE ON SOCIETY AND THE NATURAL WORLD.

## **ACADEMIC EXPECTATIONS**

- CRITICAL AND CREATIVE THINKING
- COMMUNICATING AND COLLABORATING

# WORLD LANGUAGE

## Course Sequence

Language	Level
French	I – II – III H – IV, IV H – V, V H – VI H – AP
Spanish	I – II – III H – IV, IV H – V, V H – VI H – AP
Latin	I – II – III H – IV H – AP
Italian	I – II – III H – IV H
Mandarin	I – II – III H – IV H
New course	Introduction to Culture and Communication

# CORE CONCEPTS IN WORLD LANGUAGES

## **INTERPERSONAL COMMUNICATION**

LEARNERS INTERACT AND NEGOTIATE MEANING IN SPOKEN, SIGNED, OR WRITTEN CONVERSATIONS TO SHARE INFORMATION, REACTIONS, FEELINGS AND OPINIONS.

## **INTERPRETIVE COMMUNICATION**

LEARNERS UNDERSTAND, INTERPRET AND ANALYZE WHAT IS HEARD, READ OR VIEWED ON A VARIETY OF TOPICS.

## **PRESENTATIONAL COMMUNICATION**

LEARNERS PRESENT INFORMATION, CONCEPTS AND IDEAS TO INFORM, EXPLAIN, PERSUADE, AND NARRATE ON A VARIETY OF TOPICS USING APPROPRIATE MEDIA AND ADAPTING TO VARIOUS AUDIENCES OF LISTENERS, READERS OR VIEWERS.

## **CULTURES**

LEARNERS USE THE LANGUAGE TO INVESTIGATE, EXPLAIN, AND REFLECT ON THE RELATIONSHIP BETWEEN THE PRODUCTS, PRACTICES AND PERSPECTIVES OF THE CULTURES STUDIED.



# HEALTH - UNITS OF STUDY GRADES 9-12

## 9<sup>th</sup> Grade

- ❖ Social Media
  - ❖ CPR
  - ❖ Nutrition
- ❖ Influential factors in decision-making

## 10<sup>th</sup> Grade

- ❖ Distracted Driving
- ❖ Influential factors in decision-making

## 11<sup>th</sup> grade

- ❖ Stress Management
- ❖ Human Growth and Development

## 12<sup>th</sup> Grade

- ❖ Life After High School

# **COURSES THAT MEET THE GRADUATION REQUIREMENT FOR COMPUTER SYSTEMS PROFICIENCY**

## **BUSINESS**

- **COMPUTER INFORMATION SYSTEMS**
- **WEB DESIGN**
- **COMPUTER GAMES PROGRAMMING**
- **AP COMPUTER SCIENCE**
- **ROBOTIC PROGRAMMING**
- **AP COMPUTING SCIENCE PRINCIPLES**

## **ART**

- **INTRODUCTION TO AND INTERMEDIATE DIGITAL DESIGN**
- **INTRODUCTION, INTERMEDIATE, OR ADVANCED DIGITAL PHOTOGRAPHY**

## **TECHNOLOGY EDUCATION**

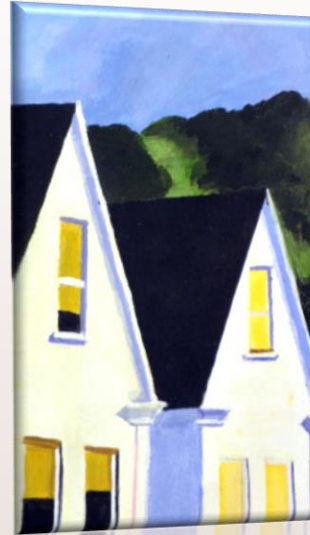
- **CAD & 3D ANIMATION (ALL)**
- **COMPUTER ENGINEERING III & IV**
- **GRAPHIC COMMUNICATIONS (ALL)**

## **MUSIC**

- **MUSIC TECHNOLOGY I OR II**

# ACADEMIC SUPPORTS

- AVAILABLE TO **ALL** STUDENTS
  - ACADEMIC CENTER
  - MATH CENTER
  - AFTER SCHOOL HOMEWORK HELP
- CLASSES BY RECOMMENDATION
  - READING STRATEGIES
  - MATH WORKSHOP
- FOR STUDENTS WHO RECEIVE SPECIAL EDUCATION SERVICES
  - LEARNING CENTER SUPPORT
  - COLLABORATIVE CLASSES IN THE MAJOR ACADEMIC AREAS



<https://www.wevideo.com/view/1292745624>

# Elective Courses

## Foundations 2-D

Introduction to, Intermediate,  
Advanced Drawing and Painting

Introduction to, Intermediate  
Digital Design

Introduction to Digital Photo

Intermediate, Advanced Photo

Introduction to Darkroom Photo

**\*AP Studio Art 2D**

## Foundations 3-D

Introduction to, Intermediate  
Pottery

Introduction to Sculpture

Advanced Pottery and Sculpture

3-Dimensional Design

**\*AP Studio 3D**

# Art Course Sequence Options

*All Electives are 1 Semester Courses*



# Business Education

Do something today that your future self will thank you for.

A graphic of a target with three arrows hitting the bullseye. The target is white with red concentric circles, and the arrows are yellow with red fletching and black tips.

## Top 5 College Majors

The Business Department offers courses in 4 out of the 5 top majors in college!

1. **Computer Science**
2. **Communications**
3. Government/Political Science
4. **Business**
5. **Economics**



# 21 Business Courses Offered!

- Accounting
- Accounting II
- Advertising
- **AP Computer Science**
- **AP Computer Science Principles**
- **AP Macro Economics**
- **AP Micro Economics**
- Business Law
- Business Management
- Computer Game Design & Programming
- Computer Information Systems
- Entrepreneurship
- Financial Literacy
- Introduction to Business
- Investing
- Marketing
- Robotic Programming
- Sports & Entertainment
- Web Design

# FAMILY & CONSUMER SCIENCES

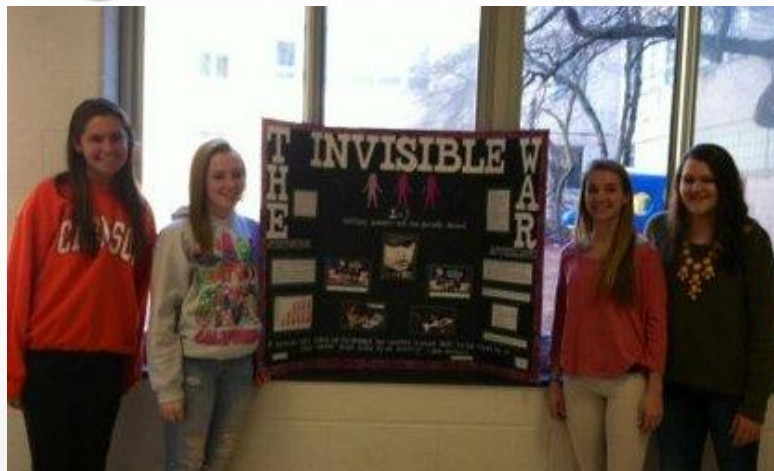
Culinary		Human Development & Family Studies	Fashion	
Intro to Culinary	Regional American Foods		Fashion & Design I	
Baking & Pastry		Child Development	Fashion & Design II	Fashion Merchandising I
Food Services I		Early Childhood Education	Fashion & Design III	Fashion Merchandising II
Food Services II		Individual & Family Development	Fashion & Design IV	Interior Design
Food Services III				

# Child Development/Early Childhood Education

## Child Development



Individual and Family Development  
3 College Credits



## Early Childhood Education



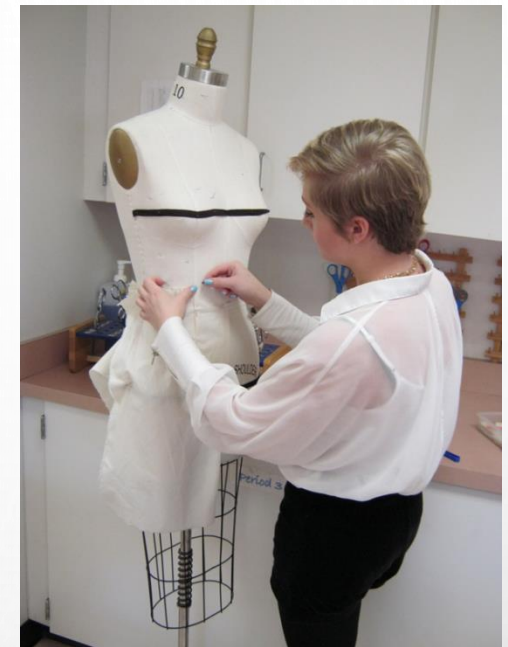
## Possible Career Pathways:

- Pediatrician
- Psychologist
- Teacher
- Speech Pathologist



# Fashion and Design

## Fashion and Design



## Possible Career Pathways:

- Retail Buyer or Merchandiser
- Showroom Sales
- Visual Merchandiser
- Store Planning Designer
- Fabric or Clothing Designer
- Trend Forecaster
- Interior Designer

## Fashion Merchandising and Interior Design



# Culinary Arts & Food Service



## Possible Career Pathways:

- Professional Chef
- Nutritionist
- Food Photographer or Stylist
- Hotel Management
- Food Science & Research



**MEDIA PRODUCTION:  
TELLING REAL AND IMAGINED  
VISUAL STORIES**

LIBRARY MEDIA DEPARTMENT

**Broadcast Journalism**

**Documentary Production**

**Movie Production**

**Video Production**



# TECHNOLOGY EDUCATION

- CAD AND 3D ANIMATION I AND II
- COMPUTER ENGINEERING I, II, III, IV
- GRAPHIC DESIGN TECHNOLOGY I,II,III,IV
- ROBOTICS
- TRANSPORTATION/TECHNOLOGY I,II,III
- WOOD TECHNOLOGY I,II,III,IV,V

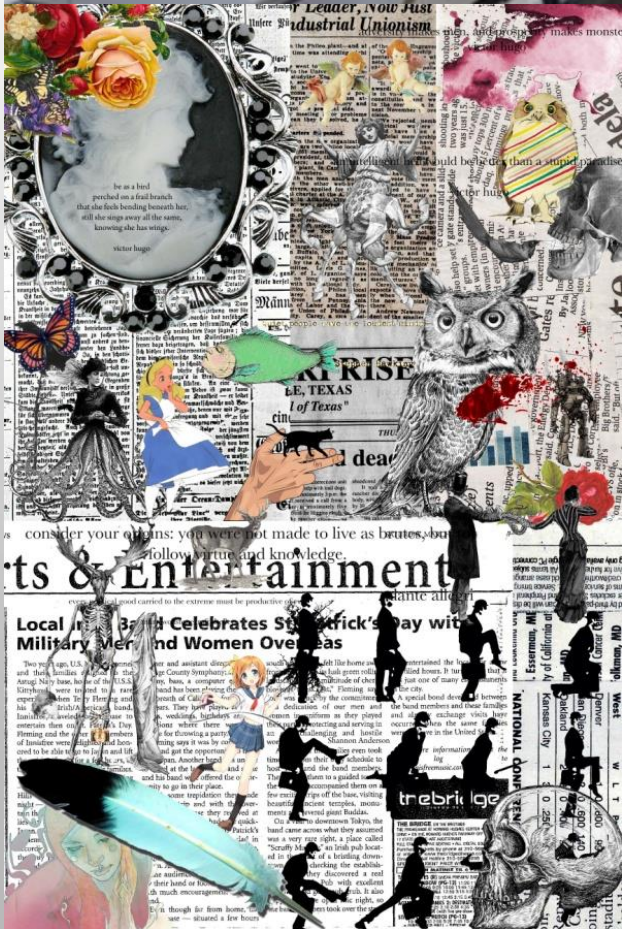
A space-themed background featuring a large Earth on the left, a smaller Moon in the center, and a bright yellow star with a lens flare on the right. The text is overlaid on this scene.

# COMPUTER AIDED DESIGN

**And 3D Animation**



# Graphic Design Technology



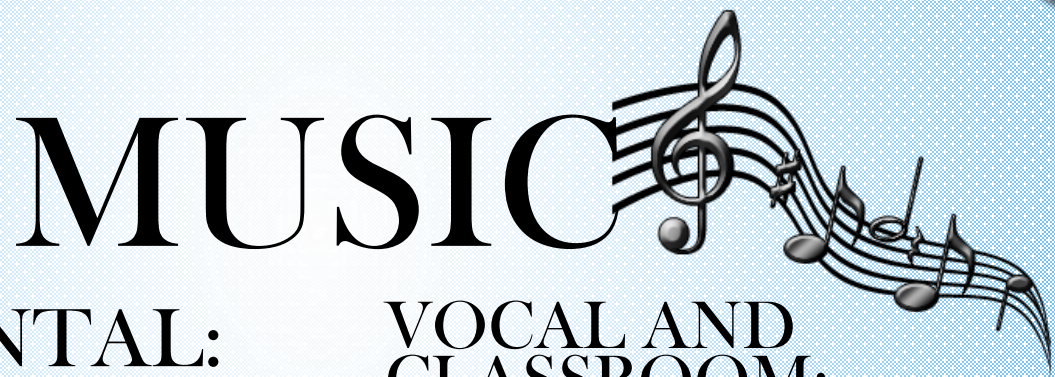


# Wood Technology





# MUSIC



## **INSTRUMENTAL:**

- CONCERT BAND
- SYMPHONIC BAND
- WIND ENSEMBLE
- JAZZ ENSEMBLE
- CONCERT ORCHESTRA
- SYMPHONIC ORCHESTRA
- CHAMBER ORCHESTRA

## **VOCAL AND CLASSROOM:**

- CONCERT CHOIR
- WOMEN'S CHOIR
- CHAMBER SINGERS
  
- MUSIC TECHNOLOGY I
- MUSIC TECHNOLOGY II
- MUSIC THEORY I
- MUSIC THEORY II
  
- PIANO SKILLS

# The Schedule

			DAY 1/3	DAY 2/4
7:30—8:55			Period 1	Period 1
9:00—10:25			Period 2	Period 2
10:30—10:37			Homeroom	Homeroom
Lunch 10:39 – 11:09	Class 10:42 – 11:25	Class 10:42 – 12:08	Period 3	Period 3
Class 11:14 – 12:40	Lunch 11:25 – 11:55			
	Class 11:58 – 12:40	Lunch 12:10 – 12:40		
12:45—2:10			Period 4	Period 4



# Sample Weekly Schedule

TIMES			MON DAY 1	TUE DAY 2	WED DAY 3	THURS DAY 4	FRI DAY 1
7:30 8:55			PERIOD 1  SCIENCE	PE AND HEALTH	SCIENCE	PE AND HEALTH	SCIENCE
9:00 10:25			PERIOD 2  ENGLISH	ELECTIVE II OR STUDY HALL	ENGLISH	ELECTIVE II OR STUDY HALL	ENGLISH
LUNCH 10:39 11:09	CLASS 10:42 11:25	CLASS 10:42 12:08	HR	HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM
CLASS 11:14 12:40	LUNCH 11:25 11:55		PERIOD 3  ELECTIVE I	WORLD LANGUAGE	ELECTIVE I	WORLD LANGUAGE	ELECTIVE I
	CLASS 11:58 12:40	LUNCH 12:10 12:40					
12:45			PERIOD 4  SOCIAL	MATH	SOCIAL	MATH	SOCIAL

# CHANGING/DROPPING COURSES

ONCE SCHEDULES ARE FINALIZED, SCHEDULES CANNOT BE CHANGED!  
COUNSELORS WILL MAKE CHANGES FOR THE FOLLOWING REASONS **ONLY**:

- AN INCOMPLETE SCHEDULE OR INSUFFICIENT CREDITS
- A COURSE SCHEDULED IN ERROR BY THE SCHOOL
- CHANGES NEEDED AS THE RESULT OF COURSES FAILED
- CHANGES NEEDED AS THE RESULT OF SUMMER SCHOOL WORK
- CHANGES NEEDED TO MEET A PARTICULAR COLLEGE OR POST-SECONDARY PROGRAM ENTRY REQUIREMENT.

*AS ALWAYS, STUDENTS WITH CONCERNS REGARDING THEIR ACADEMIC PROGRESS SHOULD SPEAK TO THEIR TEACHER AND SCHOOL COUNSELOR.*

# CALENDAR FOR CHANGING/DROPPING COURSES

- COURSE CHANGES WILL NOT BE APPROVED DURING THE FIRST TWO WEEKS OF ANY COURSE (EXCEPT FOR REASONS POSTED ON PREVIOUS SLIDE).
- AFTER THE *FIRST QUARTER* OF ANY COURSE, ANY **APPROVED** CHANGES WILL RESULT IN A GRADE OF “**W**” (WITHDRAWN) WHICH WILL APPEAR ON YOUR TRANSCRIPT—THIS APPLIES EVEN TO LEVEL CHANGES. THIS WILL NOT IMPACT GPA. AFTER THE 1<sup>ST</sup> SEMESTER, ANY STUDENT DROPPING A FULL YEAR COURSE WHICH THEY ARE FAILING WILL RECEIVE A GRADE OF “**WF**”.

# RATIONALE FOR CHANGE/DROP POLICY

- OUR PROCESS PROVIDES STUDENTS WITH MORE OPPORTUNITY AND RESPONSIBILITY TO BUILD THEIR SCHEDULE – AND WE ARE LOOKING TO FOSTER **COMMITMENT** TO ORIGINAL REQUESTS.
- WE BUILD THE MASTER SCHEDULE FROM STUDENT COURSE REQUESTS, SO IT IS IMPORTANT TO HAVE SOLID NUMBERS.
- OUR GOAL IS TO PROVIDE STUDENTS AND TEACHERS WITH BALANCED CLASSES (AVOIDS LARGE CLASS SIZES).
- EVEN A SINGLE CHANGE CAN AFFECT ENROLLMENT IN MULTIPLE COURSES, INCREASING DISRUPTION.
- MULTIPLE CHANGES TO A SCHEDULE CAUSES STUDENTS TO MISS CRITICAL INFORMATION SHARED IN THE INITIAL DAYS THE COURSE MEETS.

# THE PROCESS

## 1. GET INFORMED

- COURSE SELECTION NIGHT TONIGHT, JANUARY 30TH
- FRIDAY, JANUARY 31<sup>ST</sup>-STUDENTS RECEIVE POS AND COURSE SELECTION SHEETS IN HOMEROOM
- READ THE *PROGRAM OF STUDIES* AND COURSE INFORMATION POSTED ONLINE, SPEAK WITH YOUR TEACHERS AND SCHOOL COUNSELOR

## 2. COMPLETE THE COURSE SELECTION WORKSHEET WITH YOUR REQUESTS

- FEBRUARY 1<sup>ST</sup>-8<sup>TH</sup> - TEACHERS WILL SPEND CLASS TIME DISCUSSING DEPARTMENT COURSES AND THEIR RECOMMENDATIONS, AND SIGNING COURSE SELECTION WORKSHEETS
- BE SURE ALL INFORMATION IS ACCURATE AND COMPLETE
- SIGN YOUR FORM WHEN COMPLETED
- OBTAIN YOUR PARENT'S SIGNATURE
- ENTER YOUR **REQUESTS** INTO INFINITE CAMPUS

# THE PROCESS

## 3. REVIEW YOUR REQUESTS WITH YOUR SCHOOL COUNSELOR

- SCHEDULE AN APPOINTMENT BETWEEN FEBRUARY 11<sup>TH</sup> AND FEB. 28<sup>TH</sup> (APPOINTMENTS ARE SCHEDULED THROUGH GOOGLE, GO TO YOUR HOUSE GOOGLE CLASSROOM PAGE FOR THE LINK)
- ENTER YOUR FINAL SELECTIONS INTO INFINITE CAMPUS (WITH COUNSELOR ASSISTANCE)
- PRINT OUT FINAL COURSE REQUEST FORM FROM INFINITE CAMPUS

## 4. FINAL STEP

- SIGN AND OBTAIN YOUR PARENT'S SIGNATURE ON THE FINAL COURSE REQUEST FORM
- RETURN THE FINAL COURSE REQUEST FORM TO YOUR SCHOOL COUNSELOR ON OR BEFORE **MARCH 4TH**



## RESOURCES FOR STUDENTS/PARENTS

- COURSE SELECTION NIGHT, JANUARY 30TH
- PROGRAM OF STUDIES – THE MOST THOROUGH RESOURCE YOU HAVE (IT'S ON OUR WEBSITE TOO!)
- CONVERSATIONS WITH TEACHERS, SCHOOL COUNSELORS, CURRICULUM LEADERS, ADMINISTRATORS
- INFORMATIONAL WEBSITE:

[WWW.FAIRFIELDSCHOOLS.ORG/HIGHSCHOOLCOURSE\\_SELECTION.HTML](http://WWW.FAIRFIELDSCHOOLS.ORG/HIGHSCHOOLCOURSE_SELECTION.HTML)

(INCLUDES: COURSE DESCRIPTIONS, AP SYLLABI, AP SAMPLE TASKS AND EXEMPLARY STUDENT WORK SAMPLES, TABLE OF TIME COMMITMENT EXPECTATIONS FOR EACH CLASS)

# Questions about Curriculum, Course Requirements, Expectations?

**English** – Jennifer Swingler, Curriculum Director  
[jswingler@fairfieldschools.org](mailto:jswingler@fairfieldschools.org) 203-255-8286

**Math** – Paul Rasmussen, Curriculum Director  
[prasmussen@fairfieldschools.org](mailto:prasmussen@fairfieldschools.org) 203-255-7359

**Science**-Patrice Faggella, Curriculum Director  
[pfaggella@fairfieldschools.org](mailto:pfaggella@fairfieldschools.org) 203-255-8282

**Social Studies**-Gregg Pugliese, Curriculum Director  
[gpugliese@fairfieldschools.org](mailto:gpugliese@fairfieldschools.org) 203-255-8281

**World Language**-Eileen Frankel, Coordinator  
[efrandel@fairfieldschools.org](mailto:efrandel@fairfieldschools.org) 203-255-7361

**Health**-Lori Mediate, Coordinator  
[lmediate@fairfieldschools.org](mailto:lmediate@fairfieldschools.org) 203-255-8472

**Music**-Sara Hoefler, Coordinator  
[shoefler@fairfieldschools.org](mailto:shoefler@fairfieldschools.org) 203-255-8454

**Physical Education**-Dave Abraham, Coordinator  
[dabraham@fairfieldschools.org](mailto:dabraham@fairfieldschools.org) 203-255-8472

**Art**-Michele Hermsen, Liaison  
[mhermsen@fairfieldschools.org](mailto:mhermsen@fairfieldschools.org) 203-255-7240

**Business**-Robin Terwilliger, Liaison  
[rterwilliger@fairfieldschools.org](mailto:rterwilliger@fairfieldschools.org) 203-255-8362

**Family & Consumer Science**-Rachel Keleher, Liaison  
[rkeleher@fairfieldschools.org](mailto:rkeleher@fairfieldschools.org) 203-255-7236

**Technology Education**- John McCandless, Liaison  
[jmccandless@fairfieldschools.org](mailto:jmccandless@fairfieldschools.org) 203-255-7236

**Director of Student Services, Caryn Campbell**  
[ccampbell2@fairfieldschools.org](mailto:ccampbell2@fairfieldschools.org) 203-255-8388

# Fairfield Warde High School PTA



Join Today!



# Fairfield CARES

**THE TOWN RESOURCE FOR HEALTHY CHOICES**

Fairfield Cares Coalition, established in 2009, is a town-wide organization including parents, school representatives, local business leaders, law enforcement personnel, clergy, counseling professionals and youth services organizations.

Fairfield Cares is dedicated to:

- Preventing underage drinking and substance abuse in Fairfield
- Increasing awareness of the risks of various forms of addiction
- Promoting healthy choices and behaviors to increase personal wellness
- Strengthening community well-being and resilience

**Contact:**

[fairfieldcaresct@gmail.com](mailto:fairfieldcaresct@gmail.com)

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